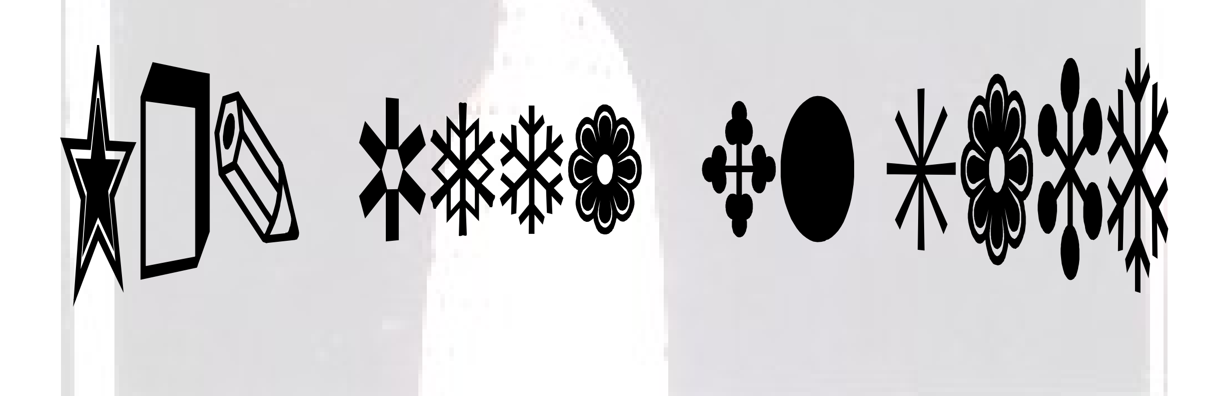
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in

Better English Pronunciation

:Prepared by



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الأستاذ / رضا السعيد

مدرس لغة انجليزية

متخصص في شرح كورسات الجامعة الأمريكية.

. والمعهد البريطاني ومعهد القوات المسلحة

متخصص في شرح مواد الأدب الأنجليزي وعلم اللغة.

محاضر في تدريب الدارسين لاجتيازاختبارات التويفل .

. دراسات عليا في الأدب الأنجليزي وطرق التدريس

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* تخرج في كلية الآداب قسم اللغة الأنجليزية جامعة القاهرة مايو **2004**
ودارس تمهيدي ماجستير شعبة أدب انجليزي بالقسم .

*عاشق لعلم اللغة ولاسيما تمثيل الصوتيات .

*جمع مادة هـذا الكتاب من قـراءتـه في عـددمـن كتب علم اللغة والمراجـع ومن خلال المحاضرات الأكـاديمية بكـلية الآداب جامعة القاهـرة.

Preface

A large number of students face great difficulty in understanding, and appreciating Phonetics and Linguistics. The fault is usually not theirs, .but rather that of their teachers who face the same difficulty

Phonetics is not difficult to understand, once we grasp the quintessential characteristics of its sounds. Once we achieve that, we will .find it easy to understand, and appreciate a linguistic work

In the part which discusses the characteristics of English sounds, I tried to give representative and carefully chosen examples. They are well-known examples which I liked and enjoyed, I hope that you will enjoy them too, and that they will instill in you a love of Phonetics as well as .Linguistics

, Best of Luck

.Reda El Said Abdel Baset



مقدمة

بسم ا الرحمن الرحيم

يطول بنا المقام هنا إذا تحدثنا عن أهمية اللغة الإنجليزية وطريقة نطقها فإلي جانب أنها اللغة الرسمية للعديد من دول العالم فلا غني للباحث في فروعها من معرفتها إن أراد لأبحاثه تكاملا . هذا إلي جانب أن علم اللغة الإنجليزية بما يحويه من صوتيات وتراكيب من اهم جوانب دراسة اللغة الأنجليزية. ويحاول هذا الكتاب المتخصص في دراسة علم اللغة أن يقدم جديدا خاصة وأن الكتب التي غمرت الأسواق في السنوات الأخيرة في هذا المجال تعتمد علي كتب ألفها باحثون وأساتذة من الإنجليز منذ سنوات طويلة واللغة تيار متجدد فما بالك باللغة الإنجليزية التي تتجدد يوما بعد يوم . وقد وضعت هذا الكتاب بأجزاء ه المختلفة وحرصت علي تناول صوتيات واتجاهات اللغة المعاصرة وكيفية تعلم النطق السليم للكلمات. ولا أزعم أني أضفت جديدا اللهم إلا في ما يتصل بالعرض أو الشرح أو التعليق .

وأخيرا أرجو أن أكون وفقت في إعداد كتابي هذا علي ما بذلت فيه من جهد وأتمني أن ينال رضاكم واستفادة كل من يقرؤه سواء كان من دارسي علم اللغة بصفة عامة أو خاصة وأيضا القارئ الهاوي والمتخصص وأرجو أن تجدوا هذا في كتابي وأن يكون خير معين .

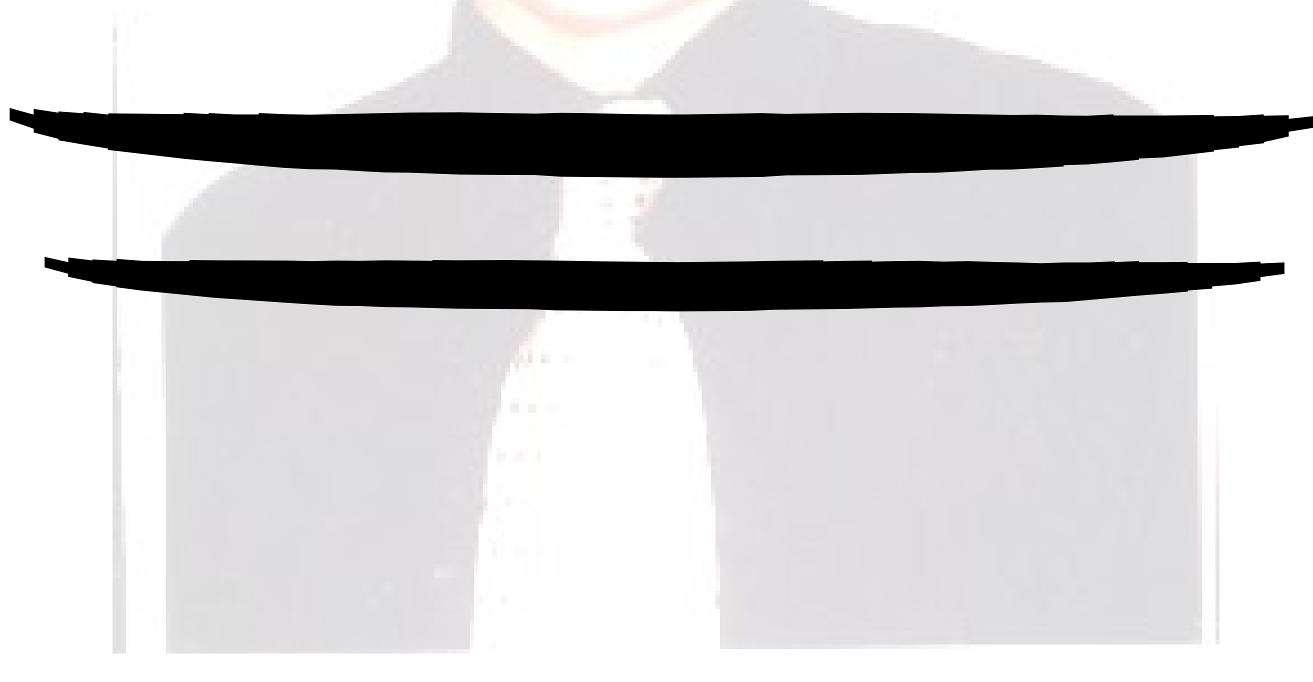
وفي الختام لا يسعني إلا أن أدعو ا :

(ربنا لا تؤاخذنا إن نسينا أو أخطأنا . ربنا ولا تحمل علينا أصرا كما حملته علي الذين من قبلنا. ربنا ولا تحملنا ما لا طاقة لنا به واعف عنا واغفرلنا وارحمنا .أنت مولانا فانصرناعلي القوم الكافرين).

(البقرة : 286)

عزيزي القارئ

إليك الجزء الأول من مجموعة كتب في دراسة صوتيات وعلم اللغة لجميع الدارسين ممن يهمهم دراسة اللغة الإنجليزية ولاسيما طريقة النطق الصحيح في مراحل الدراسة الأكاديمية المختلفة بكلية الآداب من الفرقة الأولي حتى الرابعة. ويشتمل الكتاب علي تعريف الصوتيات وعلم اللغة ودراسة الرموز الصوتية الخاصة بالنطق.كما يضم الكتاب كيفية تناول كلمة وكتابة نطقها بالرموز الصوتية المستخدمة في جميع القواميس المعاصرة مع التركيز علي كيفية التشديد علي المقاطع المختلفة للكلمة وكيفية تشكيل الكلمة. وكذلك يضم الكتاب مجموعة هامة من القواعد المستخدمة في النطق بشكل عام وخاص.



وا نعـــم الموفـق

أ. رضا السعيد عبد الباسط أحمد.

كلية الآداب – قسم اللغة الإنجليزية.

جامعة القاهرة.

صيف **2010.**

إهداء

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*أهدي باكورة أعمالي اليهما تقديرا لصنيعهما معي وعرفانا بجميلهماعلي.

بيانات الكتاب

اسم الكتاب : المتخصص في علم تمثيل الأصوات وعلم اللغة : المستوي الأول.

. (Al-Motakhses in Phonetics and Linguistics: (Level I

اسم مؤلف الكتاب : رضا السعيد عبد الباسط أحمد .

. Reda El-Said Abdel Baset Ahmed

في حالة وجود أي مقترحات أو تعليقات أو أراء شخصية تتعلق بمادة الكتاب أو اسلوبه أو طريقة عرضه

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وأسأل ا التوفيق

The First Part: Phonetics

Phonetics is the general study of the characteristics of English sounds.

Speech Organs

(1)The Vocal Cords:

They are bands of elastic tissues in the larynx.
When the vocal cords are spread apart, the air from the lungs passes between them unimpeded causing a **voiceless** sound.
When the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration causing a **voiced** sound.

(2)The Larynx:
It is a structure at the top of the wind-pipe from the lungs, which contains the vocal cords.

(3)The Pharynx:
It is immediately above the larynx and it is a space behind the tongue reaching up towards the nasal cavity.

(4)The Tongue:
It is the most important part of the organs of speech as it has the greatest variety of movement. It is divided into four parts: (1)Tip. (2)Blade. (3)Front. (4)Back.

(5)The lips:
They take up various different positions, for example: they can be brought firmly together as in /p/ or /b/ so that they completely block the mouth.

(6)The Teeth:
The lower front teeth and the upper front ones are important in speech.

(7)The Palate:
It is the roof of the mouth, divided into the soft palate at the back, the hard palate in the middle, and the alveolar ridge, just behind the teeth.

(8)The Alveolar ridge:

It is the part of the gums immediately behind the upper front teeth. It is very important as most of the consonant sounds like /b,d,t,n,r,s,z,j,3,d3/ are made with the tongue touching or close to the alveolar ridge.

9) Aspiration:

It is a short period after the explosion of /p,t,k/ when air leaves the mouth without voice.

10) Consonant:

It is one of a set of sounds in which air from the lungs is seriously obstructed in the mouth, and which occurs in similar positions in words.

11) Friction Consonants:

They are sounds made by narrowing of the air passage until the air is interfered with and causes friction.

12) Gliding Consonants:

They are consonants with no stop or friction which have a rapid glide to a vowel.

13) Diphthong:

It is a smooth glide from one vowel position to another, the whole glide acting like one of the long , simple vowels.

14) Phonemic Transcription:

It is the representation of each phoneme by a single symbol.

15) Received Pronunciation:

It is the kind of pronunciation which is used by many educated speakers, particularly in south-east England. Sometimes it is called B.B.C. English.

16) Stress:

It is a greater effort on a syllable or syllables in a word or longer utterance than on the other syllables.

17) Bilabial:

The two lips come together as in /b/p/m/.

18) Labiodentals:

The lower lip and the upper teeth come together as in /f/v/.

:Dental (19

/The tip or the blade of the tongue comes in contact with the upper teeth as in /θ

20) Alveolar:

The tip or the blade of the tongue touches the alveolar ridge which is directly behind the upper teeth as in /d/t/n/l/s/z/r/.

21) Palato-alveolar:

The tip of the tongue is close to the alveolar ridge while the front of the tongue is concave to the roof of the mouth .

22) Palatal:

The front of the tongue approximates to the hard plate as in /j/.

23) Velar:

The back of the tongue approximates to the soft palate as in /k,g,n,w/.

Notes

Manner of articulation

1.plosives the two lips produce closure.
2.fricatives incomplete closure . The air escapes through a narrow channel causing friction.
3.affricates a combination of two sounds.
4.nasal the air comes out from the nose , not the mouth.
5.laterals/ liquids partial closure in the mouth.

*__Glides (transition sounds) / (semi – vowels) .__

In pronunciation , they are usually produced with the tongue moving , or 'gliding', to or from a position associated with a neighboring vowel sound as [w] and [y] : yes , we , wet , you , yet .

***Consonants** are mostly articulated via closure or obstruction in the vocal tract.

***Vowels** are produced with a relatively free flow of air.

***Liquids** are [1] and [r] sounds . the [1] sound is formed by letting the air stream flow around the sides of the tongue as it makes contact with the alveolar – ridge. The [r] sound is formed by raising /curling the tip of the tongue back behind the alveolar.

There are 44 sounds that are divided into 24 consonants and 20 vowels:

1) Consonants

1)Stops = plosives = explosives			
Sound	**Place of articulation**	**Manner of articulation**	**Voicing**
/ b /	Bilabial	plosive	Voiced
/ p /	Bilabial	plosive	Voiceless
/ d /	Alveolar	plosive	Voiced
/ t /	Alveolar	plosive	Voiceless
/ g /	Velar	plosive	Voiced
/ k /	Velar	plosive	Voiceless
2)Fricatives			
Sound	**Place of articulation**	**Manner of articulation**	**Voicing**
/ f /	Labio-dental	Fricative	Voiceless
/ v /	Labio-dental	Fricative	Voiced
/θ/	Dental	Fricative	Voiceless
/δ/	Dental	Fricative	Voiced
/ ʃ /	Palato-alveolar	Fricative	Voiceless
/ 3 /	Palato-alveolar	Fricative	Voiced
/ s /	Alveolar	Fricative	Voiceless
/ z /	Alveolar	Fricative	Voiced
/ h /	Glottal	Fricative	Voiceless
3)Lateral			

Sound	**Place of articulation**	**Manner of articulation**	**Voicing**
/I/	**Alveolar**	**Lateral**	**Voiced**

4)Nasals			
Sound	**Place of articulation**	**Manner of articulation**	**Voicing**
/m/ **/n/** **/η/**	**Bilabial** **Alveolar** **Velar**	**Nasal** **Nasal** **Nasal**	**Voiced** **Voiced** **Voiced**
5)Affricates			
Sound	**Place of articulation**	**Manner of articulation**	**Voicing**
/tʃ/ **/d3/**	**Palato–alveolar** **Palato–alveolar**	**Affricate** **Affricate**	**Voiceless** **Voiced**
6)Glides			
Sound	**Place of articulation**	**Manner of articulation**	**Voicing**
/r/ **/j/** **/w/**	**Alveolar** **Palatal** **Bilabial/velar**	**Frictionless continuant / glide** **Semi-vowel / glide** **Semi-vowel /glide**	**Voiced** **Voiced** **Voiced**

2) Vowels

-/i:/ → feet / seat / eat / meat
/fi:t / /si:t / /i:t / /mi:t/
- /I/ →sit / pit / fit
/sIt / /pIt / /fIt/
- /e/ →pet / set
/pet/ /set/
- /æ/→fat /cat / bat / mat
/f**æ**t/ /k**æ**t/ /b**æ**t/ /m**æ**t/
-/3:/ →bird / third / work / word
/b3:rd/ /θ3:rd/ /w3:rk//w3:rd/
- /∂/ → affect : /∂fekt/
- /^/ →luck / suck / duck / but
/l^k/ /s^k/ /d^k/ /b^t/
- /u:/→too / move
/tu:/ /mu:v/
- /∪/ →book / look / foot
/b∪k/ /l∪k/ /f∪t/
- /⊃:/ →horse / course
/h⊃:rs/ /k⊃:rs/
- /D/ →got / shot / stop / top /
/gDt/ /∫Dt/ /stDp/ /tDp/
-/α:/→farm / hard / sharp
/f**α**:rm/ /h**α**:rd/ /∫**α**:rp/
-/∂ ∪/=/ou/ : go/gou/ – loan/loun/ – own/oun/ .
- /**I∂/** as in "here" /hI∂r/ - near/nI∂r**/**
- /**e∂/** as in "tear" /te∂r/ - hair/he∂r**/**
/∪∂/ as in "tour" /t∪∂r/ - poor /p∪∂r/-
-/**a**∪/ as in "foul" /fa∪l/ - house /ha∪s/
-/**aI**/ as in "mile" /maIl/ - kite/kaIt/
-/eI/ as in "fate" / feIt/ - male /meIl/
-/⊃I/ as in "foil" /f⊃Il/ - oil /⊃Il/

Sum up

English Phonemes

I–Consonants:

-/p/ as in "**p**eople" / "**p**en"	-/b/ as in "**b**eer" / "**b**in"
-/t/ as in "**t**ie" / "**t**en"	-/d/ as in "**d**eer" / " **d**irty"
-/g/ as in "**g**ood" / " **G**od"	-/f/ as in "**f**ear" / " **f**an"
-/v/ as in "**v**anity" / "**v**an"	-/h/ as in "**h**ear" / " **h**ot"
-/I/ as in "**l**ove" / " **l**ook"	-/r/ as in "**r**ea**r**" / " **r**un"
-/m/ as in "**m**an" / " **m**oon"	-/n/ as in "**n**ear" / " **n**i**n**e"
-/j/ as in "**y**ear" / "**y**ield"	-/s/ as in "ca**s**e" / " **s**et"
-/z/ as in "**z**one" / " **z**oo"	-/k/ as in "**c**at" / " **k**in"
-/ʃ/ as in "**sh**are" / " **sh**op"	-/tʃ/ as in "**ch**ance" / " **ch**ur**ch**"
-/δ/ as in "**th**ey" / " **th**ough"	"θ/ as in "**th**rone" / " **th**ought/-
-/w/ as in "**w**ant" / " **w**et"	-/d3/ as in "ed**g**e" / " a**g**e"
-/3/ as in "bei**g**e" / "ca**s**ual"	
"η/ as in "goi**ng**" / " ri**ng**/-	

II–Vowels:

-/i:/ as in "f**ee**l" / "s**ea**t"	-/D/ as in "d**o**t" / " d**o**g"
-/I/ as in "f**i**ll" / " s**i**t"	-/^/ as in "c**u**t" / " n**u**t"
-/e/ as in "f**e**ll" / " n**e**t"	-/3:/ as in "d**i**rt" / "th**i**rd"
-/⊃:/ as in "f**a**ll" / "b**ou**ght"	-/α:/ as in "c**a**rt" / " f**a**rm"
-/∪/ as in "f**u**ll" / " p**u**t"	"I∂/ as in "t**ie**r" / "n**ea**r/- "e∂/ as in "h**ai**r" / " m**a**re/- "∪∂/ as in "t**ou**r" / " poor/- "∂/ as in "sist**er**" / "**a**bove/-
-/u:/ as in "f**oo**l" / "c**oo**l"	-/aI/ as in "m**i**le" / " n**i**ght"
-/eI/ as in "f**ai**l" / "l**a**ke"	-/⊃I/ as in "foil" / " s**oi**l"
-/∂∪/ as in "h**o**pe" / " kn**o**w"	
-/a∪/ as in "f**ou**l" / " m**ou**se"	

-/æ/ as in "c**a**t" / " r**a**t"	

Minimal Pairs

Two different words which are identical in everything except for one sound segment in the same place of the word :

Cat , hat

/kæt /hæt/

Minimal Sets

Three words or more which are similar in everything ; the number of sounds , but they are different in one sound :

can ,   cat ,   cap

/kæn/ ,   /kæt/ , /kæp/

Exercise

Transcribe the following words:

Earth	/3:rθ/
Hand	/hænd/
Blood	/bl^d/
Thief	/θi:f/
Plant	/plα:nt/
Gun	/g^n/
Driver	/draIv∂r/
Sky	/skaI/
Exam	/Igzæm/
Black	/blæk/
Green	/gri:n/
Cheese	/t∫i:z/
Dream	/dri:m/
Nightmare	/naItme∂/
Tough	/t^f/
Blue	/blu:/
Knife	/naIf/
Spoon	/spu:n/

Curse	/k3:rs/
Island	/aIlænd/
Paper	/peIp∂r/
Choose	/t∫u:z/
Lesson	/lesn/

Weak and Strong forms

At the beginning of the sentence , the strong form must be used.

There are three kinds of change :

1)Words with one change.   2)Two changes.   3)Three changes .

(1)Words with one change :

Word	The strong form	The weak form
-and -as -but -than -that -them	**/ænd/ /æz/ /b^t/ /æn/ /æt/ /δem/**	**/ ∂n/ /∂z / /b∂t / /∂n/ /∂t/ /δ∂m /**
-he -his -him	**/hi:/ /hIz / /hIm /**	**/i:/ /Iz/ /Im/**
-her -does -be -was -can -shall -must	**/h3:/ /d^z/ /bi:/ /wDz/ /kæn/ /∫æl/ /m^st/**	**/3:/ /d∂z/ /bI/ /w∂z/ /k∂n/ /∫l/ /m∂st/**
-a -an -at	**/eI/ /æn/ /æt/**	**/∂/ before consonants /∂n/ before vowels**

-of -from	/Dv/ /frDm/	/∂t/ /∂v/ /fr∂m/

2-Words with two changes:

Word	Strong form	Weak form
-us	/8s/	-/s/ only with let's , /as/ in everywhere else
-do	/du: /	-/d∂/ before consonants -/d/ before vowels
-to	/tu: /	-/t/ before consonants. t/ before vowels/-
-am	/æm/	/m/ after I , /∂m/ in everywhere else
-are	/ɑ:r/	/∂/ before consonants , /∂r/ before vowels
-have	/hæv/	/v/ after a pronoun , /∂v/ in everywhere else
-had	/hæd/	/d/ after a pronoun , /∂d/ in everywhere else
-would	/w∪d/	/d/ after a pronoun , /∂d/ in everywhere else
-the	/δæ/	/δ∂/ before consonants , /δi:/ before vowels

3–Words with three changes :

Word	Strong form	Weak form
is	/Iz/ or /Is/	-/s/ after / p , t , k , θ , f / -/z/ after vowels and voiced

		consonants except /z ,3,d3/ **-/Iz/ after / s , z , ʃ , 3 , tʃ , d3/**
has	**/hæz/**	**/∂z/ after /s,z ,ʃ,3,tʃ,d3/-** **-/s/ after /p/t/k/θ/f/** **-/z/ elsewhere.**
will	**/wIl/**	**-/1/ after a pronoun .** **-/l̠/ after consonants except /l/** **/∂l/ after vowels and /1/-**

- not /nDt/ → nt : after vowels.
→ n̠t : after consonants.

Examples

- They are not coming .
δeI α:rnt k^mIη/
-They must not come.
δeI m^sn̠t k^m

ملحوظة :

الـ 35 كلمة الـ Weak ممكن يتم استخدامهم Strong وذلك في حالتين:

1- يأتوا في نهاية الجملة. 2- أن يكونوا Stressed.

For example,

/? can I ? → /kæn aI-
-do they ? → /du: δeI ?/
/? have you finished → /hæv ju: fInIʃt-
. /John has → /d3Dn hæz-
/Merry will → /me∂rI wIl-
-You are → /ju: α: /
/ :I do not want too → /aI d∂∪nt wDnt tu-

Exceptions:

Us/them/he/his/him/her

فهم عندمايأتوا في نهاية الجملة فيكتبوا weak ما إن لم يكونوا Stressed.

For example,

-I told her → /aI t∂∪ld 3:/

-She likes them → /ʃi: laIks δ∂m /

-We called for him →/wi: k∂∪ld f∂r Im /

-They laughed at us →/δeI   lα:ft   ∂t   ∂s /

Exercises

–Underline and transcribe the words which would normally occur unstressed (i.e. weak) in the following sentences:

1- They have joined the group for a long time.

-have : /v/
-the: /δ∂/
-for : /f∂/
-a: /∂/

2- She has an uncle and a cousin.

-has: /z/
-an: /∂n/
-and: /∂n/
-a: /∂ /

3- How am I going to get it ?

-am: /∂m/
-to: /t∂/

One syllable words

Grammatical words — content (picture) words

Article	preposition	pronoun	verb	noun	adj	adv
a/an/the	in/of/on/at	he-we-they	write	book	good	well

unstressed — stressed

At the beginning of a sentence , the strong form is used.

e.g. -us → /^ s/ — - do → /du:/

-are → /α:r/ — - be → /bi:/

-was → /wDz/ — - has → /hæz/

-Singer → /sIηðr / — -anger → /æηgðr/

Clear and dark /1/

- Clear / l / : e.g. let /like
- dark / l / : e.g. fool / consult

Linking /r/

- turn
- teacher

-Never

-Never again

- teacher or English → /r/ → linking /r/

Syllabic /l/ , /n/

- little → /lIt∂l/ or / lItl /
- apple → /æp∂l/ or /æpl/
- listen → /lIs∂ n/ or /lIsn/

Alteration = change

- right place → /raIp pleIs/

- white bird → /waIp b3:d/

- hard path →/hα:rb pα:θ /

- good boy → /g∪b b⊃I/

- good morning /g∪b m⊃:nIη/

- ten   men → /tem men/

- plant pot → /plα:mp pDt/

- plant carrots → /plα:ηk kær∂ts/

- stand back → /stæmb bæk/

- stand guard → /stæηg gα:rd/

-nice shoes → /naI∫ ∫u:z/

-this year → /δI∫   jI∂/

-those shops →/δ∂∪3   ∫Dps/

-where's yours → /we∂3   j⊃:z/

Disappearance : the omission of sounds.

***st / ft with stop , friction and nasal .**

Examples :

-last time → /lα:s taIm/

-fast bus → /fα:s b^s/

-west side → /wes saId/

-best friend → /bes frend/

-best man → /bes mæn/

-first night → /f3:s naIt /

-lift boy → / lIf b⊃I/

-stuffed chicken → /st^f   t∫IkIn/

-left shoe → /lef ʃu:/

-soft mattress →/sDf mætr∂s/

-left knee → /lef ni:/

***md and nd with nasal and weak stop (voiced).**

Examples :

-Skimmed milk → /skIm mIlk/

-He seemed nice →/hi: si:m naIs/

-It seemed good → /It si:m g∪d/

-He climbed back → /hi: klaIm bæk/

-Blind man → /blaIn mæn/

-Kind nurse → /kaIn n3:s/

-Tinned beans → /tIn bi:nz/

-Stand guard → / stæn gα:rd/

******وهناك كلمات تنطق بطريقتين وهم **:**

-often →/Dfn/ or /Dft∂n/

-kindness → / kaInnIs / or / kaIndnIs /

-asked → /α:skt/ or /α:st/

-clothes → /kl∂∪z/ or /kl∂∪θz/

two consonants لا تنطق إذا انحصرت ما بين **/ t / , / d /**

Examples :

- locked car → /lDk k α:/

- strict parents→ /strIk pe∂r∂nts /

- handsome → /hæns∂m/

- castle → /kα:sl/

- postman → /p∂∪smæn / OR /p∂∪sm∂n/

Stress

Rules for the prediction of stress in English are highly complicated and have many exceptions. The following rules for the position of word stress are used as guidelines and are not considered as an inclusive list.

*All words of more than one syllable are stressed :

1-Nouns and adjectives of two syllables are usually stressed on the first syllable , for example , record /rek⊃:d/ , excellent /eksl∂nt / , pencil /pensl /.

2-Verbs of two syllables are usually stressed on the second syllable which distinguishes nouns from verbs , for example , record /rek⊃:d / .

3-Words of three syllables are stressed on the second or third syllable , for example , tomorrow , remember .

4-Nouns ending in suffixes –ion , -ian , -tion , -ity are stressed on the syllable before the suffix , for example , relaxation , politician , examination , necessity , application .

5-Verbs ending in –ish are stressed on the syllable before the suffix , for example, establish, embellish.

6-Adjectives ending in –ic , -ical , - ous , -eous , - ious , - cious are stressed on the syllable before the suffix , for example , auspicious , historic , historical , pompous , courageous , precious.

7-Adjectives ending in –ive , -ible are stressed on the syllable before the suffix , e.g. respective , terrible.

8-Words ending in –ese have the stress on this syllable , e.g. Chinese .

9-Do not stress the negative prefix connected to an adjective , e.g. possible – impossible , literate – illiterate. Exception : nowhere , nothing , nobody , nonsense.

A final word about stress

Stress is the relative loudness or force with which we pronounce the different syllables of a word. It varies from syllable to syllable. For example, in the word record (noun) and the word record (verb), we notice that in the noun form, the first syllable is pronounced with more force than the second, where as in the verb form, the second is more prominent than the first. We say, then, that in the noun form, the first syllable receives a high stress and the second receives a weak stress. In the verb form, it is the second syllable that receives the high stress and the first the weak stress.

General Exercises on Stress

Words with the high stress on the first syllable :

Thousand	Hundred	Gossip	Borough
Neighbor	English	Homeless	Postman
Childhood	Handsome	Palace	College
Doctrine	Famous	Cashmere	Effort
Diphthong	Alphabet	Manifest	Interest
Crocodile	Discipline	Paradise	Industry
Catalogue	Topical	Gramophone	Microphone
Uniform	Furniture	Anecdote	Attitude

Words with the high stress on the second syllable :

Sincere	Hotel	Canal	Cigar
Humane	Romance	Chinese	Supreme
Severe	Police	Cadet	Fatigue
Courageous	Chemise	Polite	Violin
Exotic	Dramatic	Terrific	Phonetics
Authentic	Electric	Hygienic	Despotic
Historical	Electrical	Mechanical	Statistical
Romanticism	Catholicism	Fanatically	Society
Condition	Spontaneous	Conspicuous	Ambiguous

Words with the high stress on the third syllable :

Lemonade	Opportunity	Portuguese
Alphabetic	Immorality	Nationality
Uniformity	Relaxation	Institution
Introduction	Ambiguity	Education
Intermediate	Illegitimate	Insignificant

Economical	Psychological	Comprehensive

Words with the high stress on the fourth syllable:

Communication Eligibility Incapability	Participation Sentimentality Etymological	Insensibility Manifestation

The following words receive the high stress either on the first syllable or on the second depending upon whether the word is used as a noun or as a verb :

Noun	Verb
Accent	To accent
Compact	To compact
Conduct	To conduct
Conflict	To conflict
Contrast	To contrast
Digest	To digest
Insult	To insult
Object	To object
Permit	To permit
Produce	To produce

Notice that :

a)Each syllable contains a vowel sound.

b)That the number of vowel letters does not always coincide with the number of vowel sounds.

c)And that the number of consonants differ from one to three before the vowel and from one to four after the vowel.

The Second Part: Linguistics

The Properties of Language

:These properties are

Displacement

Human language-users are capable of producing messages that refer to past and future time, and to other locations. That is , it allows the users of language to talk about things and events not present in the immediate environment. Also , it enables us to talk about things and places whose existence we cannot be sure of such as mythical creatures, demons , fairies , angels , Santa Claus, and recently invented characters like Superman. Thus, it is the property of displacement which allows the human , unlike any other .creature to create fiction and to describe possible future worlds

Examples

When your pet cat comes home after spending a night in the back alleys and stands at -1 your feet calling meow. You are likely to understand this message as relating to that immediate time and place. If you ask the cat where it was the night before and what it was up to , you may get the same meow response. It seems that animal communication is .almost exclusively designed for this moment

When a worker bee finds a source of nectar and returns to the hive , it can perform a -2 dance to communicate to the other bees the location of this nectar. Depending on the type .of dance, the other bees can work out where this newly discovered source can be found

: Arbitrariness

It is generally the case that there is no 'natural' connection between a linguistic form and its meaning. You cannot look at the Arabic word Kalb and from its shape , for example, determine that it has a natural meaning, any more than you can with its English translation form-dog. The linguistic form has no natural or' iconic' relationship with that four-legged barking object out in the world. The forms of human language demonstrate a property called arbitrariness . There are, of course, some words in language which have sounds which seem to 'echo' the sounds of objects or activities. English examples might be cuckoo, crash which are onomatopoeic. For the majority of animal signals, however, there appears to be a clear connection between the conveyed message and the signal used .to convey it

:Productivity

Productivity (or 'creativity', or 'open-endedness') is an aspect of language which is linked to the fact that the potential number of utterances in any human language is infinite. It is a feature of all languages that new utterances are continually being created. A child learning language is active in forming and producing utterances which he or she has never heard before. With adults , new situations arise or objects have to be described. So

the language-users manipulate their linguistic resources to produce new expressions and .new sentences

Cultural transmission

. This process whereby language is passed on from one generation to the next
Examples
While you may inherit brown eyes and dark hair from your parents you do not inherit -1 their language. you acquire a language in a culture with other speakers and not from parental genes. An infant born to Chinese parents (who live in China and speak Cantonese), which is brought up from birth by English speakers in the United States, may have physical characteristics inherited from its natural parents but it will inevitably speak .English
humans are born with an innate predisposition to acquire language. it is clear that they -2 are not born with the ability to produce utterances in a specific language. Human infants growing up in isolation produce no instinctive language cultural transmission of a specific .language is crucial in the human acquisition process
The general pattern of animal communication is that the signals used are instinctive and -3 .not learned
There is however some experimental evidence which suggests that some birds do -4 actively 'learn' the distinctive calls used by their species. If those birds are reared in .isolation they will instinctively produce abnormal songs or calls

Duality

Language is organized at two levels simultaneously. In terms of speech production ,there is the physical level at which individual sounds can be produced, like n, b and i. when we produce those sounds in a particular combination as in bin , we have another level ,producing a meaning which is different from the meaning of the combination in nib This duality of levels is in fact one of the most economical features of human language since with a limited set of distinct sounds we are capable of producing a very large .number of sound combinations or words which are distinct in meaning

Phonology

***Phonology**:

It is the study of the sound patterns in a language.

:**Phonetics***

.It provides us with the means by which we can describe sounds

or It gives us the general linguistic knowledge to describe any sound in a .language

***Phoneme:**

It is the smallest linguistic unit in a language. That is , the phoneme is the distinctive sound unit in language .**Phoneme** is capable of changing the sound .and meaning

Free variation* :

. The sound changes but the meaning is the same or does not change

Ex: economic

:**Homophone***

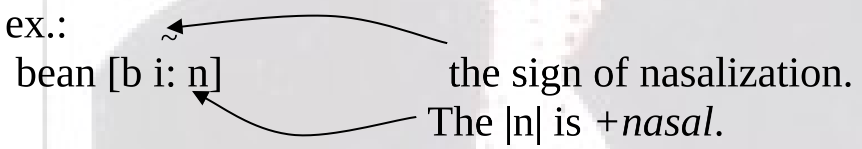
.It is the same sound but the meaning is different

.ex: sole : 1-only. 2- a kind of fish . 3- the bottom of a shoe

***Nasalization**:

It is producing the vowel through the nose.

The vowel is nasalized if it occurs before a nasal consonant.



ex.: ~

bean [b i: n] the sign of nasalization.

The |n| is +*nasal*.

***Aspiration:**

It is the sound of air blowing out when some voiceless consonants are produced before a vowel.

The voiceless stops (p, t, k) are aspirated when one of them occurs word initially before a stressed vowel.



ex.:

car [k^h a: r] the sign of aspiration.

pill [p^h I|]

Notice:

The **phonemic** transcription which belongs to phonetics is marked by slashes / / to show that the symbols represent phonemes like /b i: n/ , /k I| / . But the **phonetic** transcription,

~

involving the non-distinctive features, is marked by square brackets [] which enclose phonetic segments or phones and gives more details in articulation like [b i: n] , [k^h I|].

Assimilation*

It is when two phonemes occur in sequence and some aspect of one phoneme is akin or .'copied' by the other for the sake of ease of articulation in everyday speech

Examples

In isolation you would pronounce /i/ and /æ/ without any nasal quality at all. However -1 in words like 'pin' and 'pan', the anticipation of forming the final nasal consonant will make it easier to go into the nasalized articulation in advance and consequently the vowel sounds in these words will be in precise transcription [i] and [æ] . In fact, a phonological rule can be stated in the following way: 'any vowel becomes nasal whenever it .'immediately precedes a nasal

You may pronounce the word 'can' as (kæn), but if you tell someone 'I can go' , the -2 influence of the following velar [g] will almost certainly make the preceding nasal sound come out as [η] (a velar) rather than [n] (an alveolar). The most commonly observed 'conversational' version of the phrase is [ayk∂ηgo].In many words , the vowel receives stress, but in the course of ordinary talk, that vowel may no longer receive any stress. For example you may pronounce 'and' as [ænd] in isolation but in the casual use the [phrase 'you and me', you say [∂n] as in [yu∂nmi

***Dissimilation**

They are rules in which a segment becomes less similar to another segment rather than more similar. For example, many speakers in English dissimilate the sequence of the two fricatives /fθ/ in the word "diphthong", and they pronounce it with a bilabial stop |p| instead /instead of /d∂f̱θDη of the labial fricative |f|. That is, they pronounce it → /d∂P̱θDη/

Elision*

.It is the omission of a sound segment

Examples

[he must be' :[him^sbi'-1

[friendship' :[frɛnsIp'-2

[aspects' :[æspeks'-3

[we asked him' :[wiæstIm'-2

.Vowels also disappear as in the middle of [IntrIst]for interest , or [kæbnIt] for cabinet-3

Homorganic rule*

.It is a word that is divided into two syllables and they have the same place of articulation

: Examples

n/ → han/dle/

n,d are alveolar
η/→an/gle/
η,g are velar

*** V and C length**

(**V+ Vd C**= V**:** long length (duration **-1**
h<u>an</u>dle & b<u>ead</u>
V+V.l C= V -2
b<u>ea</u>t
:V+ pause= V -3
2 1
white tie
.word boundary : it may lengthen the vowel
The sound in the first word ends in consonant and the second one starts with the same . consonant

Syllable Structure*

S + **S**
.syllable boundary
am/ple
.across syllable boundary
am/ble

ينتهي المقطع ب **nasal** والمقطع الثاني يبدأ ب **oral stop.**
.S1n + oral stop

***Segment deletion and addition rule:**

By means of this rule, we can add or delete not only a feature of a segment but also a whole segment.

a. Segment addition is like:

The two words: sense /sens/ and minse /mIns/ are pronounced by some people with an added |t|: sense /sen<u>t</u>s/ & minse /mIn<u>t</u>s/

b. Segment deletion is like

what we do with contracted form of the auxiliaries like:
I will → I'll , He is → He's , He will not → He won't

***Sequence of phonemes or Sequential Constraints**

In general, the sequence of phonemes of the language is not random.

If a nasal is followed by a stop, the sounds should be homorganic

<u>a. a bilabial nasal should be followed by bilabial stops:</u>
ex: a<u>mp</u>le – gru<u>mb</u>le – la<u>mp</u> – la<u>mb</u>
(|m| is the bilabial nasal and |p| or |b| are the bilabial stops)

(|m|+|p| or |b|)

b. an alveolar nasal should be followed by alveolar stops:
ex: te<u>nd</u>   gri<u>nd</u>   pri<u>nt</u>   atte<u>nt</u>ive
(the |n| is the alveolar nasal and |d| or |t| are the alveolar stops)
(|n| + |d| or |t|)
c. a velar from soft palate , nasal should be followed by velar stops: |g| and |k|:

a velar stop

ex: mango /mæ**ηg**∂∪/   ankle /æ**ηk**∂l/   (/η/ + /g/ or /k/)

a velar

If a word begins with |l| or |r| , the next segment must be a vowel:
e.g.: little →   /|It|/   right → /raIt/
3. If a word starts with |ᵗ∫| or |ᵈξ| , the next segment must be a vowel:
ex.:

cheese	Job	Jack
|ᵗ∫i:z|	|ᵈ3Db|	|ᵈ3æk|

Morphology

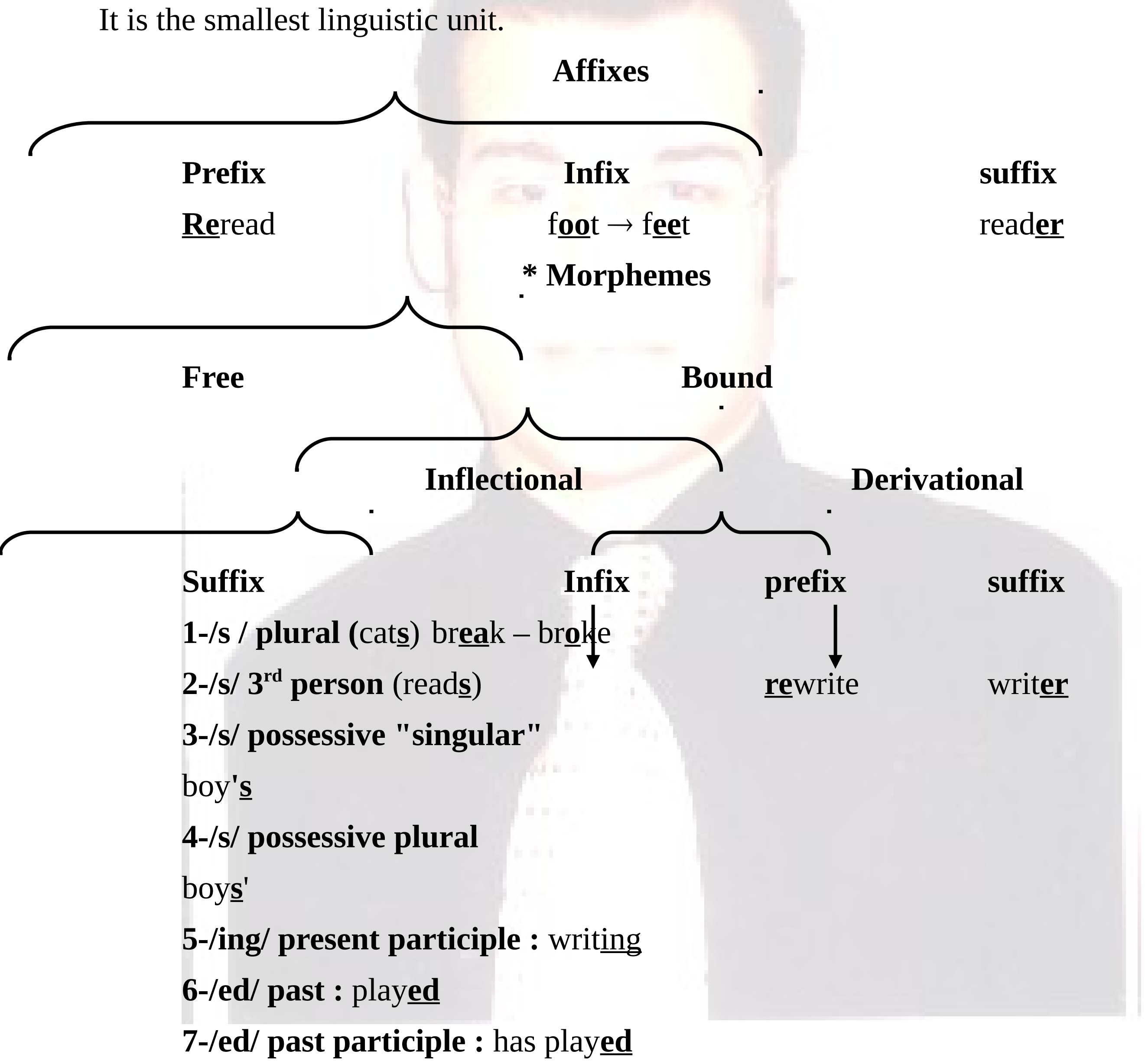
Morphology

This term means the study of forms, analyzes all the basic elements which are used in a .language in the form of a linguistic message

III-Morphology

Morpheme:

It is the smallest linguistic unit.



Affixes

Prefix	**Infix**	**suffix**
Reread	f**oo**t → f**ee**t	read**er**

*** Morphemes**

Free — **Bound**

Inflectional — **Derivational**

Suffix	**Infix**	**prefix**	**suffix**
1-/s / plural (cat**s**)	br**ea**k – br**o**ke		
2-/s/ 3rd person (read**s**)		**re**write	writ**er**

3-/s/ possessive "singular"

boy'**s**

4-/s/ possessive plural

boy**s**'

5-/ing/ present participle : writing

6-/ed/ past : play**ed**

7-/ed/ past participle : has play**ed**

8-/er/ comparative : bigg**er**

9-/est/ superlative : bigg**est**

Types of morphemes

There are free morphemes which can sand by themselves as single words e.g. open and tour. There are also bound morphemes, that is, those which cannot normally stand alone, but which are typically attached to another form. E.g. re-ist-ed-s all affixes in :English are bound morphemes

Free morphemes are the words which carry the 'content' of messages we convey. These free morphemes are called lexical morphemes and some examples are boy , man , house , tiger , sad , long , yellow , sincere , open , look , follow , break and but , when , because , on , near , above , in , the , that, it. This set consists largely of the functions words .in the language such as conjunctions, prepositions, articles and pronouns

Also, bound morphemes are divided into two types : derivational morphemes and inflectional morphemes . First , derivational morphemes are used to make new words in the language and are often used to make words of a different grammatical category. Thus, the addition of the derivational morpheme will include suffixes such as the -ish in foolish , the -ly in badly and the –ment in payment. It will also include prefixes such as re-pre= ex- dis – co- un-.Second , inflectional morphemes are not used to produce new words in the English language but rather to indicate aspects of the grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, if it is past tense or .not, and if it is a comparative or possessive form

Allomorphs& Morphs

Morphs and allomorphs

Phones as the actual phonemes then morphs as the actual phonetic realization of morphemes .For example , the word 'cat' is a single morph realizing a lexical morpheme.

:Allomorphs

. Allomorph is the variant forms of the same phoneme

.There are three types of allomorphs: plural, past and negative

1)plural

-Cats → /s/
v.l allomorph

-Dogs→/z/
vd allomorph

-Boxes → /∂z / or /Iz/
vd(sibilant) allomorph

: /s/

تنطق

v.l إذا أتي قبلها **/s/-**

-/z/ إذا أتي قبلها v.d
-/∂z/ - /Iz/ إذا أتي قبلها /sibilants :(s-z--ʃ-3-tʃ-d3)

2)Past allomorphs

- Seem<u>ed</u> / d /
  v.d

- تنطق الـ "d/ / ← "ed إذا أتى قبلها voiced وإذا أتى قبلها voiceless

- Help<u>ed</u> / t /
  v.l

- تنطق /t/ وإذا أتى قبلها كلمة تنتهي بـ / t / أو /d/ فتنطق /Id/ or /∂d/

- Par<u>t</u>ed : /∂d/ or /Id/
- Fa<u>d</u>ed : /∂d/ or /Id/

3)Negative allomorphs

-<u>dis</u>agree
-<u>un</u>accepted
-<u>il</u>legal
-<u>im</u>mortal
-<u>in</u>accurate
-<u>ir</u>regular

Examples

Give a morphological analysis for the following words:

Meaninglessness

Word	Analysis
- mean	Base – free – verb
- ing	Suffix – bound – inflectional – V → N
less	– Suffix – bound – negative – derivational – .N → adj
ness -	Suffix – bound – derivational – Adj. → N

Girlfriend

Word	Analysis
Girl	Base – free – noun
friend -	Base – free – noun

Unacceptable

Word	Analysis
- Un	Prefix – bound – negative – derivational
accept	Base – free – verb
able -	.Suffix - bound – derivational – V → Adj

Disagreement

Word	Analysis
- Dis	Prefix – negative – bound – derivational

agree	Base – free – verb
ment -	Suffix – bound – derivational – V → N

Negotiations

Word	Analysis
- Negotiate	Base – free – verb
ion	Suffix – bound – derivational – V → N
s -	Suffix – bound – inflectional – N. singular → N. Plural

Unrelated

Word	Analysis
- Un	Prefix – bound – negative – derivational
Relat	Base – free – verb
ed -	.Suffix – bound – inflectional - V → Adj

Unexpectedness

Word	Analysis
-Un	Prefix – bound – negative – derivational
- Expect	Base – free – verb
ed	.Suffix – bound – inflectional - V → Adj
ness -	Suffix – bound – derivational - Adj. → N

Beautifully

Word	Analysis
- beauti	Base – free – noun
ful	.Suffix – bound – derivational – N → Adj
ly -	.Suffix – bound – derivational – Adj. → Adv

Undiscovered

Word	Analysis
- Un	Prefix – bound – negative – derivational
discover	Base – free – verb
ed -	Suffix – bound – derivational – V→adj. – inflectional : Present → past

Disrespectable

Word	Analysis
- dis	Prefix – bound – negative – derivational
respect	Base – free – verb /N
able -	Suffix – bound – V/N → adj. – derivational

Lifelessness

Word	Analysis
- Life	Base – free – N
less	Suffix – bound – N → adj. – derivational – negative
ness -	Suffix – bound – adj. →N

Professorship

Word	Analysis
- Profess	Base –free - verb
or	Suffix – bound - V → N - derivational
ship -	Suffix – bound – N → N - derivational

Word Formation Processes

: These processes are

Coinage(1

It is the invention of totally new words and terms which have quickly become everyday .words in the language

Examples

Aspirin -Nylon -Kodak -Xerox -Kleenex-

Borrowing(2

It is the taking over of words from other languages. It is one of the common sources of new words in English .Throughout its history, the English language has adopted a vast .number of loan-words from other languages

Examples

alcohol (Arabic), boss (Dutch), croissant (French), lilac (Persian), piano (Italian) pretzel .(German, robot (Czech), tycoon (Japanese), yoghurt (Turkish) and zebra (Bantu

Also, there is a special type of borrowing that is described as loan-translation, or calque. In this process , there is a direct translation of the elements of a word into the borrowing .language

Examples

,the English word 'superman' is a loan-translation of the German Uber-mensch-

.some Spanish speakers eat perros calientes (literally dogs hot)or hot dogs-

The Japanese use of 'suupaamaaketto' for the English word "supermarket" and 'rajio' for - .""radio

.'The Hungarians' talking about sport for 'klub' and 'futbal-

The English word "honeymoon" is a loan-translation or a Calque of the Spanish - "term ,"luna de miel

Compounding(3

It is the joining of two separate words to produce a single form. This combining process is very common in languages like German and English but much less common in languages like French and Spanish.For example , in German , Lehn and Wort are combined to . produce Lehnwort

: Obvious English examples are

. bookcase , fingerprint , sunburn , wallpaper , doorknob , textbook , wastebasket

Blending(4

.It means taking only the beginning of one word and joining it to the end of another word

Examples

In some parts of The United States , there's a product which is used like gasoline, but is - .made from alcohol, so the blended term for referring to this product is gasohol

.If you wish to refer to the combined effects of smoke and fog there's the term smog-
,brunch for breakfast/lunch -
.motel for motor/hotel-
.telecast for television/broadcast-

Clipping(5

It means reduction of syllables. That is , this process occurs when a word of more than one syllable is reduced to a shorter form. often in casual speech, the term gasoline is still in use, .but occurs much less frequently than gas, the clipped form

Common examples
(ad (advertisement-
(fan (fanatic-
(prof (professor-
(lab (laboratory -

Backformation(6

It is a very specialized type of reduction process . A word of one type usually a noun is reduced to form another word of a different type usually a verb. A good example of backformation is the process whereby the noun television first came into use and then the .verb televise was created

Other examples
emote from emotion , enthuse from enthusiasm, opt from option , edit from editor and - .donate from donation

(Conversion (category change - functional shift (7

It is a change in the function of a word as for example when a noun comes to be used as a verb without any reduction. A number of nouns, such as paper, butter, bottle, vacation can :come to be used as verbs in the process of conversion as in the following sentences
he's papering the bedroom walls-
?have you buttered the toast-
.We bottled the home-brew last night-
.they're vacationing in France-

Also , this process is particularly productive in modern English, with new uses occurring frequently. The conversion can involve verbs becoming nouns, with **guess**, **must** and **spy** as the sources of **a guess , a must** and **a spy**. Or adjectives, such as **dirty** , **empty** , **total** , **crazy** and **nasty** can become the verbs **to dirty** , **to empty** , **to total** or the nouns **a crazy** . and **a nasty**. Other forms such as up and down can also become verbs as in they up prices

Acronyms(8

It is the formation of new words from the initial letters of a set of other words. These .acronyms often consist of capital letters, as in NATO , NASA or UNESCO

Notice

acronyms can lose their capitals to become everyday terms such as **laser** (light amplification by stimulated emission of radiation) , **radar** (radio detecting and ranging . (and **scuba** (self contained underwater breathing apparatus

Derivation(9

It is the production of new English words and it is accomplished by means of a large number of small bits of the English language. These small bits are called affixes and a few examples are the element un , mis, pre, ful, less, ish, ism, ness which appear in words like unhappy, .misrepresent , prejudge, joyful, careless, boyish, terrorism and sadness

Prefixes and suffixes(10

In the preceding group of word, it should be obvious that some affixes have to be added to the beginning of a word e.g. un and these are called prefixes. The other affix forms are added to the end of the word e.g. ish and these are called suffixes. All English words formed by this derivational process use either prefixes or suffixes or both. For example , **mislead** has a prefix, **disrespectful** has both a prefix and a suffix and **foolishness** has two .suffixes

Infixes(11

There is a third type of affix not normally to be found in English but fairly common in some .other languages

Multiple processes(12

It is the operation of more than one process at work in the creation of a particular word. For example the term **deli** seems to have become a common American English expression via a process of first **borrowing** "delicatessen" from German and then **clipping** that borrowed .form

:The Third part
Semantics and Pragmatics

***Pragmatics**

It is the study of the intended meaning of the speaker . Pragmatics concentrates on aspects like the relationship between the speaker and the hearer , the situation and intention of the speaker .

***Semantics**

It concentrates on meaning of words and sentences .

The following examples are to judge whether the hearer understands the utterance meaning or the sentence meaning.

-Parent: where are your shoes, boy?

-Child: under my bed.

-Parent: When I asked where your shoes were I wanted you to put them on . (Pragmatics)

*A little boy comes in the front door.

Mother: Wipe your feet , please.

He removes his muddy shoes and socks and carefully wipes and cleans his feet on the doormat. (Semantics)

The lexical relations between words

Synonyms (1

They are the close related meanings between two or more forms such as **(broad, wide), .((hide, conceal), (almost, nearly), (cab, taxi), (liberty, freedom), (answer, reply**

Notice

sameness of meaning' is not necessarily 'total sameness' as in this example : Karen had only' .one answer correct on the test. Its near-synonym **reply** ,would sound odd

Antonyms (2

They are the contrasts between two forms in meaning such as **(quick, slow), (big, small), .((long, short), (old, young), (above, below), (male, female), (alive, dead**

.There are two types of antonyms : gradable and non-gradable

With gradable antonyms, a comparative construction can be used and there are degrees as in **(big , small)** : bigger than and smaller than .With non-gradable antonyms or complementary **(**pairs , comparative constructions are not normally used as in **(dead , alive**

Exercises:

-Indicate the type of antonym involved in each pair:

1.False × true → complementary.
2.Asleep × awake→ complementary.
3.Poor × rich→ gradable.
4-Hot × Cold → gradable
5-Dark × light →gradable

Hyponymy (3

when the meaning of one form is included in the meaning of another . The concept of inclusion is the idea that if any object is for example a daffodil then it is necessarily a flower and thus the meaning of flower is included in the meaning of daffodil or daffodil is . a hyponym of or a kind of flower

Examples on hyponymy

daffodil, flower), (dog, animal), (poodle, dog), (carrot, vegetable) ,(asp , snake),)
.((cockroach , insect) , (ant , insect) , (banyan , tree) , (pine , tree), (horse, animal

Note as sum-up

. Flower : Rose / Daisy / Tulip-
. Car : B.M.W / Opel / Audi-

-Note

." The relation of hyponymy is the idea of "is a kind of
. For example , an asp is a kind of snake or an asp is a hyponymy of snake

Homophony(4

when two or more different written forms have the same pronunciation but different in . spelling and meaning

Examples

.(bare, bear), (meet, meat) ,(flour, flower), (pail, pale), (sew, so)

Homonymy(5

When one form written and spoken has two or more unrelated meanings. Homonyms are words which have separate meanings , but which have accidentally come to have exactly the . same form

Examples

(bank (of a river) / (a financial institution-
(pupil (at school) / (in the eye-
(mole (on skin) / (small animal-

Polysemy (6

It is the relatedness of meaning accompanying identical form (written or spoken) having multiple meanings which are all related by extension such as head, get, run, face, and foot

Context

The **linguistic context** or the co-text of a word is the set of other words used in the same phrase or sentence. For example , if the word bank is used in a sentence together with words like 'steep' or overgrown , there is no problem in deciding which type of bank is meant. By the same token, when someone says that is he has to "get to the bank to cash a check" , the linguistic context refers to which type of bank is intended. Moreover , there is the **physical context** in that if the word bank is seen on the wall of a building in a city, the .'physical location will affect the interpretation

Deixis or deictic expressions

They are those which seem to be mysterious to those who do not know the text. Accordingly, they do not understand to what or to whom they refer.

Deictic expressions

There are some words in the language that cannot be interpreted unless the physical context , especially the physical context of the speaker , is known. These are words like here , there , this , him , her , then , yesterday , as well as most pronouns , such as I ,you , him , her, them .Some sentences of English are impossible to understand if we don't know who is . speaking , about whom ,where and when

. <u>They</u>'ll have to do <u>that</u> <u>tomorrow</u>, because <u>they</u> aren't <u>here</u> <u>now</u>-

<u>.I</u> like working <u>here</u>-

.In <u>this</u> part of town-

.In <u>this</u> country-

.All the underlined words are deictic expressions

Presupposition

.It is what a speaker assumes to be true or known by the hearer

<u>**Examples**</u>

. Your brother is waiting outside for you-

.You have a brother

?Mr. Smith , where did you buy the cocaine-

.Mr. Smith did in fact buy the cocaine

-Last night I dreamt that the earth is flat.

The earth is not flat.

<u>**Note**</u>

Negation does not affect presupposition.

-M y car is a wreck. / My car is not a wreck.

I have a car.

Answered Exercises

I –

A-Transcription:

King	/kiŋ /
Sigh	/saI /
Tape	/teIp/
Lamb	/laem /
Work	/w3:k/
Few	/fju:/

B –The place of articulation of the initial sound in the following words :

Word	Sound	Place of articulation
Knee	/n/	Alveolar
Care	/k/	Velar
Phone	/f/	Labio–dental
Hot	/h/	Glottal
What	/w/	Bilabial
Very	/v/	Labio–dental

C –The manner of articulation of the final sounds in the following words:

Word	Sound	Manner of articulation
Crash	/ʃ/	Fricative
Being	/b/	Nasal
Rope	/p/	Plosive
Catch	/tʃ/	Affricate
Room	/m/	Nasal
Feel	/l/	Lateral

II –

A- Match eight words from the first line with those in the second line according to the pronunciation of the vowel sound in each word:

Fail = share : /eI/

Seat =see : /i:/

Foot =put : /D/

Light = eye : /aI/

Work = third : /3 :/

Blood = come : / ^ /

B – Describe the similarities and differences in the sounds represented by the underlined elements in the following sets:

-Set : /e/
Sat : /ae/
Both of them are vowels, voiced, short and front but they are different in that :
/e/ lies between half close and half open position .
/ae/ lies between half open and open position .

-Found : /a∪/
File : /aI/
Both of them are vowels and voiced but they are different in that :
/a∪/ is a back diphthong.
/aI/ is a front diphthong.

-Beard : /I∂/
Boat : /∂∪/
Both of them are vowels and voiced but they are different in that :
/I∂ / lies front half–close position.
-/∂∪/ begins at central position between half-close and half-open.

-Hit : /I/
Heat: / i: /
Both of them are vowels, voiced and front but they are different in that :
/ I / is short and it lies in half–close position .
/i:/ is long and lies in close position .

III –
A– group the following words into minimal pairs:
Fan – fun : /**ae**/ , /^/
Fat – pat : /f/, /p/
Shoe – Chew : /ʃ/ , /tʃ/
Bell – bet . /l/ , /t/

Light – write . /l/ , /r/
Come – cup . /k/ , /p/

B – Group the following words according to the pronunciation of the plural ending in each word:

-Roofs , ships, books : /s/ because the sound proceeded it is voiceless /f,k,p/.
-Cabs , caves , days : /z/ because the sound proceeded it is voiced /b,v,eI/.
-Churches , horses : /IZ/ or /∂ z/ because the sound proceeded it is a sibilant / t∫ , s/.

IV –

A- Writing out the following transcribed sentences:

1 –They did a very good job on it.
2-What can I do to help them ?
3–I am very grateful to you for your advice.
4- Mention my name if you like.

B –Underline and transcribe the words which would normally occur unstressed (i.e. weak) in the following sentences

1- They have joined the group for a long time.

-have : /v/
-the: /δ∂/
-for : /f∂/
-a : /∂/

2- She has an uncle and a cousin.

-has : /z/
-an : /∂n/
-and : /∂n/
-a : /∂ /

3- Haw am I going to get it ?

-am : /∂m/
-to : /t∂/

Other Questions for practice

:Answer the following Questions

Mention the English Word-formation Processes and Discuss only FIVE of these -1 .processes. Give Examples

: Write a short essay on the following.2

.a-phones and allophones
.b-morphs and allomorphs

.c-minimal pairs and sets

.Define the ''morpheme'' and discuss the different types of morphemes in English.3

Try pronouncing the initial sounds of the following words and then determine the (4 :place of articulation (e.g. bilabial, alveolar, etc.) of each

a)foot (b)tooth (c)box (d)chips (e)think (f)cup)

Which of the following words end with voiceless sounds and which end with voiced (5 ?sounds

a)touch (b) lip (c)pig (d)maze (e)sit)

:Produce a phonetic transcription of your own pronunciation of the following words(6

a) bee (b) tape (c) walk (d) fell (e) sigh)

Provide a description, in terms of manner of articulation, of your pronunciation of (7 .the initial consonants of following English words

a) thin (b) bat (c) near (d) far (e) tall (f) shop (g) gun)

?Which of the following words would be treated as minimal pairs(8

.pat , bet , heat , ape ,bun , fat , ban , chain , tale , bell , far , meal , bet , pit , heel

List the bound morphemes to be found in these words(9

misleads - pre-viewer-shortened – unhappier- fearlessly

What are the functional morphemes in the following sentences(10

. the old man sat on a chair and told them tales of woe

: What are the inflectional morphemes in the following phrases**(11**

.a) the teacher's books. (b) the newest model. (c) the cow jumped over the moon)

?What is the lexical relation between the following pairs of words(12

a-shallow / deep c-suite / sweet e- single / married

b-mature / ripe d-table / furniture f- move / run

?What are the deictic expressions in the following statements(13

. I'm busy now so you can't do that here

: What is one obvious presupposition of a speaker who says(14

.A-where did he buy the beer? B-0h! your dog writes poetry

What is the property which relates to the fact that a language must be acquired or (15 ?learned by each new generation

Explain briefly what the term arbitrariness means as it is used to describe a (16 ? property of human language

Which term is used to describe the ability of human language-users to discuss topics which are (17 ? remote in space and time

With my best wishes,

Mr. Reda El-Said

الكاتب المصرى

المتخصص في

علم تمثيل الأصوات وعلم اللغة

إعـــداد

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